

STRATEGIC SCHOOL PROFILE 2005-06**Cooperative Educational Services****NANCY CETORELLI, Superintendent**

Telephone: (203) 365-8803



 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

County: Fairfield

2000 Population: N/A

1990-2000 Population Growth: N/A

2000 Per Capita Income: N/A

Number of Public Schools: 1

Number of Nonpublic Schools: N/A

Public School Enrollment as a Percent of Town Population: N/A

Public School Enrollment as % of Total Student Population: N/A

Percent of Adults without a High School Diploma in 2000: N/A

Adult Education Enrollment in 2004-05 School Year: N/A

Number of Adults Receiving Diplomas in 2004-05 School Yr.: N/A

District Reference Group (DRG): N/A

DISTRICT NEED

Current and Past District Need	Year	District	DRG	State
% of Students Eligible for Free/Reduced-Price Meals	2005-06	41.6	N/A	26.9
	2002-03	53.6	N/A	25.4
% of K-12 Students with Non-English Home Language	2005-06	5.7	N/A	12.6
	2000-01	N/A	N/A	N/A
% of Elementary and Middle School Students Above Entry Gr. Who Attended Same School Previous Yr.	2005-06	90.7	N/A	88.0
	2000-01	N/A	N/A	N/A
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2005-06	100.0	N/A	79.2
	2000-01	N/A	N/A	N/A
% of Juniors and Seniors Working More Than 16 Hours Per Week	2005-06	N/A	N/A	N/A
	2000-01	N/A	N/A	N/A

STUDENT ENROLLMENT AND RACE/ETHNICITY**Enrollment**

Grade Range	PK-12
Total Enrollment	639
5-Year Enrollment Change	N/A
Projected 2010 Enrollment	
Elementary	240
Middle School	180
High School	0
Prekindergarten, Other	200

Race/Ethnicity	Number	Percent
American Indian	2	0.3
Asian American	19	3.0
Black	200	31.3
Hispanic	147	23.0
White	271	42.4
Total Minority 2005-06	368	57.6
Total Minority 2000-01	N/A	N/A

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION


Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

As an Interdistrict Magnet School, Six to Six and Thurgood Marshall Middle School for Social Justice epitomizes the state's effort to reduce racial, ethnic and economic isolation. We admit students from 5 districts, one urban and four suburban, with a focus to attain a 50% - 50% urban-suburban as well as a minority – non minority balance. Our lottery program also helps to insure that we maintain a 50% - 50% balance in racial makeup. We currently have 417 students participating in the program from the age of three to 8th grade.

Six to Six also operates two summer Interdistrict programs known as Summer Explorations and The Life Around Us: A Summer Discovery School that have been supported by Interdistrict Cooperative Grants. These academic/recreational program runs for six weeks and four weeks respectively and are open to children throughout the five districts we serve. Over the last several years, we have had more than 250 children participating, with approximately 75% attending who do not come to Six to Six during the regular academic year. The Explorations program affords students the opportunity to further reading, writing and mathematics skills during the summer months thus helping retention of content. It also allows them to work with others cooperatively and enjoy field trips that further their studies. This program also added in a component of distance learning with the Maritime Center which culminated in a site visit for the students in grades 3 through 6. The Life Around Us program is done in collaboration between our school, the Discovery Museum and the Norwalk Maritime Center and provides daily opportunities for inquiry based learning at the school as well as at ocean sites and the two facilities.

The school's PTA provides funding for a cultural arts program each year which allowed students in preschool through grade 8 to work hand in hand with professionals from Artsport to present 2 elementary programs and a middle level play regarding the struggle of African American slaves and children of the Holocaust.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent) 		Average Class Size		District	DRG	State
		Grade K	2005-06 2000-01	16.3 N/A	N/A N/A	18.3 N/A
# of Certified Staff						
Teachers	84.6	Grade 2	2005-06 2000-01	19.5 N/A	N/A N/A	19.7 N/A
Administrators	15.0					
Department Chairs	0.0	Grade 5	2005-06 2000-01	18.0 N/A	N/A N/A	21.2 N/A
Library/Media Staff	1.0					
Other Professionals	27.0	Grade 7	2005-06 2000-01	12.7 N/A	N/A N/A	21.1 N/A
% Minority 2005-06	6.2					
% Minority 2000-01	N/A	High School	2005-06 2000-01	N/A N/A	N/A N/A	N/A N/A
# Non-Certified Instructional	122.6					

Professional Staff Experience and Training	District	DRG	State
Average Number of Years Experience in Connecticut	8.4	N/A	13.1
% with Master's Degree or Above	80.8	N/A	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	32.3	N/A	28.5

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	DRG	State
Elementary	989	N/A	986
Middle School	N/A	N/A	N/A
High School	N/A	N/A	N/A

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	DRG	State
Students Per Academic Computer	2.2	N/A	3.4
Students Per Teacher	7.6	N/A	13.6
Teachers Per Administrator	5.6	N/A	13.8

STUDENT PERFORMANCE

Physical Fitness	District	State
% Passing All 4 Tests	14.3	35.6

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Connecticut Mastery Test % Meeting State Goal in:	District	State	Of All Districts in State	
			Lowest %	Highest %
Grade 3 Reading	43.6	54.4	10.3	91.3
Writing	34.2	61.0	13.6	100.0
Mathematics	23.1	56.3	13.6	90.0
Grade 4 Reading	55.8	57.8	17.5	89.7
Writing	60.5	62.8	29.9	91.1
Mathematics	48.8	58.8	22.4	92.3
Grade 5 Reading	44.4	60.9	19.5	92.0
Writing	55.6	65.0	25.0	90.8
Mathematics	33.3	60.7	18.2	89.9
Grade 6 Reading	55.9	63.6	26.6	92.8
Writing	58.8	62.2	25.9	94.4
Mathematics	58.8	58.6	12.5	95.1
Grade 7 Reading	68.4	66.7	26.9	95.0
Writing	60.5	60.0	25.5	89.8
Mathematics	60.5	57.0	19.2	93.0
Grade 8 Reading	39.3	66.7	13.3	93.6
Writing	17.9	62.4	2.7	96.4
Mathematics	46.4	58.3	0.0	93.6



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.


Conn. Academic Performance Test % Grade 10 Meeting State Goal in:	District	State	Of All Districts in State	
			Lowest %	Highest %
Reading Across the Disciplines	N/A	N/A	N/A	N/A
Writing Across the Disciplines	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

SAT [®] I: Reasoning Test	Class of 2000	Class of 2005	
	District	District	State
% of Graduates Tested	N/A	N/A	N/A
Mathematics: Average Score	N/A	N/A	N/A
Mathematics: % Scoring 600 or More	N/A	N/A	N/A
Verbal: Average Score	N/A	N/A	N/A
Verbal: % Scoring 600 or More	N/A	N/A	N/A

Dropout Rates	District	State
Cumulative Four-Year Rate for Class of 2005	N/A	N/A
2004-2005 Annual Rate for Grades 9 through 12	0.0	1.7
1999-2000 Annual Rate for Grades 9 through 12	N/A	N/A

Activities of Graduates	Class of	# in District	District %	State %
 Pursuing Higher Education	2005	N/A	N/A	N/A
	2000	N/A	N/A	N/A
Employed or in Military	2005	N/A	N/A	N/A
	2000	N/A	N/A	N/A
Unemployed	2005	N/A	N/A	N/A
	2000	N/A	N/A	N/A

DISTRICT REVENUES/EXPENDITURES 2004-05

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Districts	DRG	State
Instructional Staff and Services	N/A	N/A	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A	N/A	N/A
Transportation	N/A	N/A	N/A	N/A	N/A
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A
Additional Expenditures					
Land, Buildings, and Debt Service	N/A	N/A	N/A	N/A	N/A
Adult Education	N/A	N/A	N/A	N/A	N/A

Revenue Sources, % from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
With School Construction	N/A	N/A	N/A	N/A
Without School Construction	N/A	N/A	N/A	N/A

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		DRG	State	
	Per Pupil	% Change	Per Pupil	Per Pupil	% Change
Elementary and Middle					
Total	N/A	N/A	N/A	N/A	N/A
Salaries and Benefits	N/A	N/A	N/A	N/A	N/A
Supplies	N/A	N/A	N/A	N/A	N/A
Equipment	N/A	N/A	N/A	N/A	N/A
High School					
Total	N/A	N/A	N/A	N/A	N/A
Salaries and Benefits	N/A	N/A	N/A	N/A	N/A
Supplies	N/A	N/A	N/A	N/A	N/A
Equipment	N/A	N/A	N/A	N/A	N/A

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Through our family center, our before and after-school programs, our pre-school (for children ages 3 and 4) and our health center, Six to Six Interdistrict Magnet School and the Thurgood Marshall Middle School for Social Justice strive to reduce familial stress, and build strong relationships between home and school. Understanding that these bonds have a profound impact on student achievement, we continue to find ways in which these connections can be strengthened. Our family center literacy program works with parents on how to help their child read each night at home, as well as conducting parenting skill workshops. These workshops are well attended and focus on both social and academic support strategies. The school's after school program continues to meet the needs of working families by providing high quality activities for children in a safe environment. A distance learning component that allows the participants to work with the Maritime Aquarium will continue this year as well as activities that allowed the students to perform at family evening events, to swim weekly, and to plant and nurture a garden on the school's grounds. Another addition this year is a partnership with Fairfield University which will allow students and their parents to work alongside FFU technology students regarding computer literacy. Our Habitat for Humanity group and the Family, Career and Community Leaders of America (FCCLA) student group have been instrumental in providing students in grades 6 through 8 with community service opportunities. Six to Six Magnet School parents participate in our Strategic Planning and Management Team (SPMT) which is a site-based leadership team modeled after Yale University's Comer-Zigler process. One parent from each participating town has a seat on our SPMT. Also, we have one parent representative on the school board of trustees. Parent involvement at Six to Six is an essential part of our culture. Parents actively attend PTA meetings and events, volunteer in our classrooms, and lead enrichment activities such as Destination Imagination. Weekly school newsletters communicate with families on a variety of topics.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

Through the efforts of our School Planning and Management Team (SPMT) and our understandings that sustained improvement for students can only happen when a school community continually appraises its work, we continue to work on curriculum in mathematics and literacy as well as instructional strategies and assessment of students. Last year, the school was nominated as one of the 3 State of CT Blue Ribbon Schools, and although we did not receive this honor at the federal level, this accomplishment shows that our efforts for improvement have been positive. As a result, our CMT scores have shown increases in 4th, 6th and 8th grade, in all three content areas in the past three years. Our CMT results from 2005 – 06 show that as a whole school we are meeting AYP. Our whole school subgroup population performed at the 80th and 75th percentile in mathematics and reading, our Hispanic population performing at the 96 percentile and 87th percentile in mathematics and reading, and our White population performing at the 95th and 91st percentiles for mathematics and reading. Overall, however, our school fell short of AYP for our Black subgroup population with our students performing at the 61st percentile for both mathematics and reading. In addition, our economically disadvantaged subgroup met the goal for mathematics, but did not in reading. Our school's comprehensive school plan outlines specific action steps and interventions for students in targeted subgroups. We are implementing protocols for looking at student work and focusing heavily on data driven decision making and common assessments. The school implemented the use of Classroom Walk Throughs for the entire staff as a means of clear communication regarding academic performance of students within the school. Six staff members which included 4 teachers and 2 administrators were trained in this endeavor and then worked diligently to implement monthly walkthroughs which afford teachers opportunities to dialogue regarding classroom practices.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.